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Important Dates

26 Oct – Japanese Cultural Day

3 Nov – Gathering – run by W52 & E24

10 Nov - Remembrance Day Gathering

24 Nov – Gathering

7 Dec – End of Year Concert 6pm Mobarra Park

13 Dec – Meet the teacher Visit & Reports go home

15 Dec – Gathering

15 Dec – Casual Clothes day & 2pm dismissal

Term 4 Overview

This overview comprises of what is to be planned during Term 4. It is, however, subject to modification or variation during the term if students' needs change.

Englis

In English we will be focusing on Explanation and Recount writing. A recount text retells an event or experience that has happened in the past and an explanation text tells how or why things occur. Students will:

- Use the Jolly Grammar program focusing on teaching spelling, grammar and punctuation
- Plan, draft and publish informative and imaginative texts containing key information (e.g. purpose, structure, and language features)
- Re-read and edit own writing for meaning (e.g., adding, deleting, moving words to improve content and structure)
- Read and compare information in a variety of factual texts
- Continue to develop and use comprehension strategies (e.g., questioning, summarising, predicting, visualising) to develop literal and inferred meaning to expand content knowledge
- Write clearly- formed joined letters, and develop increased fluency and automaticity
- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research
- Plan rehearse and deliver presentations incorporating learned content and considering the purposes and audience



Mathematics

We will be focusing on Geometry and Measurement and Statistics and Probability strands. Students will:

- Used scaled instruments to measure and compare length, mass, capacity and temperature
- Understand and model the cyclic process of data collection and representation
- Formulate a suitable question for data collection
- Produce and collect data based on a question
- Create data displays to represent data and compare the suitability of each display
- Analyse and interpret data displays to make informed decisions.
- Describe possible everyday events and order their chances of occurring
- Identify everyday events where one cannot happen if the other happens
- Identify events where the chance of one will not be affected by the occurrence of the other
- Represent and solve problems
- Participate in 'Daily Maths Chats

Digital Technologies (Systems Thinking)

Students will use systems thinking to:

- Identify the ways in which digital images also contain important information and are made up of data
- develop and use ways to build secure digital identities, for example, using appropriate usernames, strong passwords and avatars; sharing only with known users; and other cyber safety strategies
- Identify who owns data and whether permission needs to be sought to use it
- understand that consent is required to share their own and other people's data
- identify the personal data they store online and recognise the risks of sharing data
- understand that data is stored in memory
- securely access, generate and store data using digital systems.

GENERAL NEWS & HOUSEKEEPING

Welcome back to the last term of the year. Where has the time gone?

If you have any questions or concerns regarding your child's learning, please make time to come and see us.

A reminder students need to have a bottle of water at school to keep hydrated. Also, they are required to have a hat for outside play.

Kind regards,
Maria Zvarec & Michelle Gleave

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Humanities and Social Science

Students will:

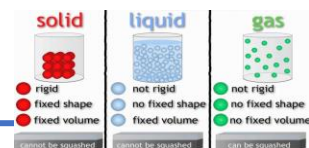
- Explore photographs, newspapers, diaries and letters to investigate how an aspect of life in the local community (for example transport, entertainment the natural and built environment, technology) has changed over time (from the European settlement to the present time)
- Investigate celebrations and commemorations in places around the world (e.g. Halloween, including those that are observed in Australia e.g. Christmas Day, Moon Festival, Remembrance day)



Science (Chemical Sciences)

Students will:

- Think and act scientifically by engaging in tasks that elicit prior knowledge about solids and liquids
- Investigate to understand the properties of solids and liquids
- Apply their understanding of the properties of solids and liquids to identify unknown samples as solid or liquid
- Explore to understand materials may change state
- Understand that the removal of heat from a liquid may cause the liquid to change into a solid
- Understand that the addition of heat may cause a solid to change into a liquid



Child Protection Curriculum

As mandated by the Department for Education, classroom teachers will implement the Child Protection Curriculum.

Students will

- Discuss and practice strategies to maintain personal safety by investigating the concepts in the 'Child Protection Curriculum'.
- Develop an understanding of rights and responsibilities
- Recognise abuse and neglect
- Problem solve for keeping safe
- Understand our emotional needs using Zones of Regulation



Specialist Curriculum Areas

Specialist curriculum areas are The Arts, Health and Physical Education and Japanese. Please see specialist curriculum newsletters for more information

Monday	Tuesday	Wednesday	Thursday	Friday
11:15am The Arts	9:25am Health & PE	10:10am Japanese	1:30 pm Japanese	2:15pm Health & PE